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AUTHOR Elovson, Allana Cummings; Cockroft, Irene
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ABSTRACT

Examined is the perceived impact of Women's Studies courses on students' lives, in terms of an evaluation instrument developed for this purpose. Subjects were 136 Women's Studies college students who responded to a 22-question, open-ended survey instrument. Results indicate that 93% of all students reported that the courses had some impact on their lives. Students reported increased feelings of confidence and awareness of their own abilities; higher career aspirations; a broadened perspective on historical and societal issues; an increased comprehension of political, social, and economic factors as determinants of human experiences and attitudes; greater tolerance of those with different histories and value systems; increased desire to participate in and contribute to society; and attitudes that were more questioning, analytical, and rational, and less accepting of exploitation and manipulation. Students in this sample attribute a wide variety of impacts on their lives, usually extremely positive ones, to Women's Studies courses. (Author/JLL)

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THE REPORTED IMPACT OF WOMEN'S STUDIES COURSES ON STUDENTS' LIVES

Allana Cummings Elovson
Irene Cockcroft

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Although it is almost ten years now since the first Women's Studies courses were introduced into American colleges, and although there are now 276 Women's Studies programs on campuses throughout the United States (Howe, 1977), and despite the fact that Women's Studies may be one of the most importance contemporary developments in American higher education, there is still no major study which which explores, documents, and evaluates these courses in terms of their impact on the lives of students who take them.

Since 1970, the number of these programs has grown from 2 to 276 (Howe, 1977). In the last 18 months alone, the growth rate of these programs has been almost 80 percent. Fifty six programs now offer a B.A., 16 the M.A., and 2 (SUNY/Binghamton and Union Graduate School) the Ph.D. This enormous proliferation of Women's Studies courses throughout the country testifies to the assumptions, whether implicit or explicit, that these courses have some beneficial effects on students who take them, and that, in some manner, they have some positive influence on their educational and professional aspirations and goals.

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With the enormous proliferation of Women's Studies courses and programs throughout the country, there has also been a growing recognition of the great importance of evaluating these courses for reasons that go beyond the simple justifying of their place in a college curriculum or the improvement of the courses, themselves. In their articles focusing on crucial issues for research and support strategies for women's higher education, Babbitt, et al. (1975) and Daniels (1977) stressed the importance of this evaluation research to issues of higher educational policy. Howe (1977) has recently inaugurated a series of articles on Evaluating Women's Studies in the *Women's Studies Newsletter* (Howe, 1977; Porter, 1977; Bose, Steiger, and Victorine, 1977). To this should be added that the evaluation of the impact that they have upon students who take them also yields data of the greatest possible importance for the field of psychology and the psychology of women, as will be discussed in greater detail below.

Nevertheless, there is still almost no evaluation research directed toward assessing what impact students perceive these courses as having had on their lives. And it is precisely this kind of evaluation, in terms of how *students* experience the effects of these courses on different areas of their lives, which is critical to an understanding of how Women's Studies courses can contribute to achieving educational equity for women.

To date, evaluation research in Women's Studies has primarily been of two kinds. One type of evaluation has been concerned with assessing the academic value of Women's Studies courses in terms of the course content, the mode of instruction, pedagogical style, and other factors concerned with the course as a scholarly offering, as represented by the extensive evaluation reported by Davis, et al. (1975) at the University of Minnesota. The very recent work of Howe (1977) and Porter (1977), whose evaluation of a northwestern community college Women's Studies Program included review of areas including working conditions, hiring practices, and grievance procedures, also falls into this class of study.

The other body of evaluation studies which have been done focused on determining whether or not certain specific

course objectives had been achieved, as indicated by changes on pre- and post- test measures. Studies of this type, represented by the work of Rosenwood and Lunneborg (1976); Ruble, Croke, Frieze and Parsons (1975); Scott, Richards, and Wade (1977); and Shueman and Sedlacek (1976) have sought to assess vastly different objectives, ranging from modifying and enhancing attitudes toward the self and others to stimulating new theoretical conceptions of society, and have proceeded much as was suggested by the Babbitt paper and as a result of the Wesleyan 1973 conference (Borod, Dorsky, Hull and Keller, 1974), i.e., to evaluate courses by first specifying what these courses were supposed to accomplish, and then proceeding to measure the extent to which the specific objectives had been achieved.

While in most situations of educational research this is an appropriate approach, as a research strategy for Women's Studies at this time it contains certain intrinsic difficulties The first is that of devising some procedures for measuring changes in self-esteem, attitudes toward self and other women, and expanding perspectives on one's roles and options, etc. Developing tests and instruments to do this has been extremely difficult, and raises measurement problems of the most serious kind. Moreover, attempting to demonstrate statistically significant change in variables such as these introduces great technical problems, since the measurement of change remains one of the single most difficult and unresolved problems in psychological research (Harris, 1963).

Even if this hurdle were overcome, and, at present, it has not been, one is then faced with the equally unlikely task of attempting to isolate one course as either the sole or even the major causative factor in whatever change might have been demonstrated. Clearly, there is no way to do so, for even extensive subsequent follow-up in the lives of students who had and had not taken such courses could not tie any possible differences to the course alone as the single independent variable.

There is still another problem with the "defined objective" approach to evaluation of these courses, particularly at this stage in the history of the Women's Studies movement. By focusing evaluation efforts on determining whether specific and particular objectives (and not others) have or have not

been achieved, it is extremely likely that other effects not being sought, not assumed, and perhaps not anticipated, would be overlooked. By directing research specifically toward one limited set of objectives, the fact that a number of other things had happened might never emerge. As reported by Talburtt, et al. (1977), such courses do seem to result in unexpected benefits; effects not planned by faculty and not expected by either them or students. For this reason, it is crucial that the research strategy adopted be one that can permit these effects to emerge and be documented.

An alternative approach to the "defined objective" strategy, which would have the considerable attraction of avoiding those almost insuperable measurement issues mentioned above by simply not asking certain questions, and by not making certain assumptions, and one which would probably be more in keeping with where we should be at this point in our evaluation of Women's Studies courses would be directed toward discovering what kinds of impact these courses were having upon students; upon what aspects of their lives students felt these courses had had impact and in what ways the students felt their ideas, attitudes and behavior had been affected by these courses.

An exploratory approach of this kind which sought to define and document the range of possible impact students perceive these courses as having would have several advantages and would avoid those grave research problems mentioned above which so seriously shadow and qualify whatever findings are obtained. An approach which sought student report concerning impact, as students perceived if, would neither have to define nor quantify certain exceedingly difficult objectives: what would be reported would be how frequently students mentioned particular kinds of effects or how many of them did so. Reporting the impact of courses as students themselves perceived their effect makes moot these issues of having to "prove" by other means that "real" changes were "caused" by any one course. Renewed recognition of the usefulness of this "empirical-inductive" approach has recently been demonstrated and discussed extensively by Falbo (1977) in her work on identifying types of interpersonal power strategies.

Obviously, the most direct approach to finding out in what ways students may have experienced impact on their lives from taking Women's Studies courses would be simply to ask them.

To date, only the studies by Talburtt (1977), Guzzell (1977), Bose, Steiger and Victorine (1977), Rosenberg (1976), and Canty (1977) have incorporated an approach of this type, and all of these have been considerably limited.

For a number or reasons, however, there has been a general reluctance to gather and analyze such data in this way, in favor of more 'behavioral' indices whenever possible (and sometimes even when it was not). One of these reasons is that any quantity of self report data of this kind is notoriously difficult to handle, to characterize, interpret, categorize, discriminate among, to generalize, to tabulate, to quantify, and to analyze and evaluate in statistically acceptable ways. Another reason has probably been the fact that self report data are just that, self report data, and until recently researchers determined to cast their studies in what was the current definition of a 'scientific' and objective mode would be extremely reluctant to grant objective validity to such 'messy' data.

Over the past several decades, self report data has, perhaps as a result of previous over- and mis- use, been looked at quite askance as a scientific datum, in favor of some form of 'behavioral' datum, even if this "behavior" consisted of merely checking boxes next to pre-printed self report statements written by others (as in the MMPI) from which some inner condition would then perhaps be inferred.

Recently, however, there has been a growing recognition that for many types of important studies behavioral indices are either simply unavailable at the time, non-existent, or irrelevant, and that sometimes not only the *only* data, but also the only *meaningful* data, are in fact what the subjects think and feel, which may not be inferred from behavior and which only they can tell you.

In response to the growing complexity of problems and situations requiring research for which traditional models could not suffice, there has developed in the field of evaluation a greatly increased sophistication regarding the issues and a correspondingly expanded expertise in creating innovative and meaningful procedures to handle them.

With increased awareness of the *complexity* of research issues, and as growing sophistication about the nature of data begins to replace a somewhat reactive 'scientism', which has often discarded the baby with the bath-water, the value of such respondent reports is being increasingly articulated. Indeed, in their book *Unobtrusive Measures*, Webb, et al. state

> Questionnaires and interviews are probably the most flexible and generally useful devices we have for gathering information. Our criticism is not against them, but against the tradition which allowed them to become the methodological sanctuary to which the myopia of operational definitionalism permitted a retreat. If one were going to be limited to a single method, then certainly the verbal report from a respondent would be the choice. With no other device can an investigator swing his attention into so many different areas of substantive content, often simultaneously, and also gather intelligence on the extent to which his findings are hampered by population restrictions.

This new expertise has included an increasing recognition of subjectivity and its usefulness in research as presented by the late Marcia Guttentag (1975). Of course, in some areas, such as opinion polls and various political science survey research, such techniques have never *faut de mieux* been abandoned, and here it has been the adequacy of the sampling, data gathering and analysis techniques upon which scientific respectability have been judged and not on the data themselves.

At a recent seminar presented at the American Psychological Association 1977 meeting in San Francisco, Daryl Bem (1977) argued strongly for the need to recognize anew the central importance of what people *said* they thought and felt, which he termed "respondent cognitions", i.e., respondents' verbal statements of what their reactions were to certain experiences and situations as the crucial and influential datum.

Again, if we endorse the position that much of human behavior depends upon how people see things, i.e., how they conceptualize them and describe them to themselves, things such as their self concepts, their perceptions of others, and their interpretations of specific social situations, it stands to reason that significant *changes* in the behaviors which depend upon these attitudes, ideas, and feelings must be preceded by changes in these which subjects perceive and experience, preferably consciously.

While there is certainly no guarantee that experienced changes of this sort will surely lead to particular kinds of behavioral changes, it is probably safe to say that experiences which are reported to alter "respondent cognitions" in a generally positive direction could a) be expected to be more likely to lead to certain desired benavioral changes more than experiences *not* so perceived by respondents, and b) could be considered more desireable and beneficial than experiences not so perceived. In other words, it is quite possible that such changed cognitions are a necessary, if not sufficient, condition for the kinds of behavioral changes they are felt to underlie and direct.

Therefore, despite these problems, the anticipated unwieldiness and the 'messiness' of such data, this kind of study was precisely the kind we decided to do: to try to define the variety of ways in which Women's Studies courses had had impact on different areas of students' lives, and to do so by asking them to respond in their own words, come what may.

There are also considerable practical and theoretical advantages in the alternative approach suggested and reported in this paper. The definition and documentation of what kinds of impact academic college level Women's Studies courses students see these courses as having on various aspects of

their lives may not only bring to light effects not expected, but documenting that certain kinds of effects are experienced by students in these courses inevitably leads to considerations of how and why, and under precisely what circumstances, students report certain impact as having occurred. For example, up to now, most evaluations of Women's Studies courses have been conducted as if "Women's Studies courses" were more or less alike. Clearly, they are not. There are great differences between courses such as "Women in Film" and "The Psychology of Women", and these differences could be expected to result in considerable differences in impact. Indeed, almost equally great differences in content and impact might also be found between two courses both of which were entitled "Psychology of Women". Identifying what these differences are, and why they occur, is just one of the questions which would have to be addressed, once these differences in impact began to be defined and documented.

These and other research questions clearly have important implications for a vast number of issues concerning women, such as socialization, modifications of self-concept, the relationship between attitudes toward women and toward the self, other women as role models, psychotherapy, mental health and sex roles, information and attitude change, and career plans. The reader will doubtless think of many others.

Because of the considerations discussed above, the present study, whose preliminary findings are presented below, was undertaken. An additional goal, which developed during the course of the project and which is still in progress was to develop a widely usable and reliable procedure to define and document the range of impact that Women's Studies courses of all kinds were having throughout the country. Our aim was to develop a practical, easy-to-use survey which could be used with diverse student populations, which would reflect sensitively both quantitative and qualitative differences and similarities in impact of the different kinds of existing Women's Studies courses which had been developed. It is our goal to develop an instrument which will make it possible to combine and accumulate data from many different sources, and the construction of a comprehensive scoring and content analysis system is currently in progress.

PROCEDURE

Construction of the Survey Instrument

In April 1976 a research project was undertaken by the instructor and students in the Psychology of Women class at San Diego State University to design a survey questionnaire which would identify and document the range of impact which students perceive Women's Studies courses to have had upon various aspects of their lives.

The original questionnaire was composed of 21 open-ended questions. Since the purpose of the investigation was exploratory rather than strictly hypothesis testing, the first question was designed to permit students to respond with the greatest possible spontaneity without directing responses along any specific dimensions. The remaining 20 questions sought to determine whether or not students felt there had been any impact on certain specific areas of their lives. These additional areas were selected because of either their theoretical or practical importance to a range of issues and current hypotheses relevant to the psychology of women and to higher education. They were worded to elicit perceived impact on either ideas, attitudes, or behavior.

On the second administration, an additional question (#22) was added concerning the impact of Women's Studies instructors as role models, and on the third administration in June 1977, question #14 ("Have you ever met a man who was a feminist?"), which was irrelevant to assessing course impact, was replaced by a question asking about possible changes in respondents' attitudes toward their education. On the basis of the earlier data from these administrations, the original version of question #12 was rewritten as two separate questions, #12A and 12B, in the most current version, a copy of which is attached to this paper.

Sample

In April 1976, notices were circulated to all current Women's Studies classes describing the project and soliciting respondents. Students willing to be interviewed were assigned on the basis of ZIP code to

one of the team of twelve different student interviewers who had participated in training sessions on interview technique. However, because of continual scheduling difficulties and the willingness and sometimes the preference of respondents to fill in these questionnaires themselves, only 41 protocols of the 136 whose data form the basis of this report were interviews. Respondents ranged in age from 17 to 58, represented 41 different majors, and were highly representative of the population of SDSU students who enroll in Women's Studies courses (Chi square = 6.319, df = 4, $p > .10$. Of the 136 students whose data are represented in this sample, 73 were students in the senior author's Psychology of Women class. Since several questions were inappropriately worded for males (N=7), their data were removed from the present sample and will be analyzed separately at a later date. The majority of the remaining protocols were administered during final class sessions and students were not requested to identify their responses.

Treatment of the Data

Quantitative analysis. A scoring system was designed by which each answer to each question could be characterized as reporting impact which was attributed to Women's Studies courses, or not, according to the manifest content of the response, as shown below.

"Yes" -- explicit statements of impact (independent of direction)
CPI -- report of support and reinforcement of previously held ideas, feelings, or behaviors (Confirmed Previous Ideas)
"No" -- report of little or no change or doubt expressed by respondent
? -- unclear or incomprehensible responses
NA -- respondent deems question not applicable
0 -- omission (no response given)

Inter-judge reliability based on a sample of 25 protocols yielded an r of .92.

This procedure yielded two quantitative measures. The first of these was an individual impact score for each student. The extent to which students reported impact on different areas of their lives was obtained by counts of the number of unequivocal statements of impact given to questions other than 14, 17, 18, and 19, and for the second sample, question #22. Since question #14 did not address course impact, it was not included in the total. Pattern analyses of the three answers to questions 17, 18, and 19 were analyzed separately as an indication of the respondent's reaction to the impact of the courses, rather than as a reaction to the courses themselves. As Question #22 focuses on an independent course variable (the instructor) rather than a dependent one, responses to it have also been treated separately and not included in the total impact score for each student. These impact scores for each student, then, could range from zero to 17. The distribution of student scores for the 120 students from the first two administrations as a function of the number of courses taken is shown in Table 2.

The second kind of quantitative measure obtained was the extent to which students reported impact to each question or life area (other than those cited above). For each question the total number of students reporting positive impact was tallied, and expressed as a percentage of the entire N of 136. These percentages, shown in Table 1, made it possible to compare the relative frequency with which students reported impact attributed to the Women's Studies courses in each of the life areas addressed by the different questions.

Qualitative analysis. The free response data obtained to these questions was extremely complex and voluminous. Prior to the second administration a content analysis of the responses to each question was begun and categories established and coded according to each question. However, as the content analysis proceeded, it became apparent that the most meaningful way to code and characterize these data would be to construct a threedigit telescoping code similar to those used by the Social Science Research Survey Lab at the University of Michigan. With this system, responses are coded consistently, independent of the question to which they are given, which permits several kinds of analyses and comparisons to be made which would not be possible were the same kind of answer to have a different code for each question.

However, the preliminary analyses, which are reported here, are not based upon this code, which is still being constructed, but upon the revised content analysis categories defined for the responses to each question.

For the construction of these categories, students' responses to each question, which were characteristically of several sentences, were broken down into "response units" which were then individually tabulated in the various categories for that question. For example, if a student responded to question #8 concerning relationships at home with /we divide up the housework more evenly now/, /my husband takes me more seriously than before/, and /he has agreed to let me go back to school so I can get a better job/, this response would be recorded as containing three response units (those phrases indicated between slash marks) and each of these units would be tabulated in one of the categories for that question.

Thus, the percentages shown in the various categories for each question indicate the number of students giving such a response. However, since each student could also have said something else, as well, as indicated above, which would then be tabulated in another category for that question, the total percentages in the categories for each question could total to more than 100%. They are not meant to be summed, however.

This system also permitted us to quantify how frequently certain kinds of responses were given to each of the questions and did not require us to distort or lose information by requiring that we accomplish the impossible and undesireable task of assigning such complex responses to only a single category. Examples of the content analyses of response units given to questions 1-6 and 22 appear in Tables 3-9.

RESULTS

Because of the voluminous and complex nature of these free response data, the following material represents only a preliminary report of the data obtained from the first two administrations. Table 1 presents the percentages of students replying in the affirmative to each question.

Almost all students (93%) reported the courses had had some impact on them. Total impact scores, based on the first 120 students, for each student, ranging from 2-17, are shown in Table 2 according to the number of courses

they had taken. A 't' test of the difference in scores between those who took one and three courses, respectively, yielded a 't'=2.66, $p>.01$. There was no significant difference between any of the other groups. This may be accounted for by the fact that the distribution of impact categories into which the responses of those taking four or more courses fell revealed an increase in responses characterized as 'CPI' ('confirmed previous ideas'). This strongly suggests that after several courses students tend to internalize the impact of these courses and perceive these ideas as ones which they had prior to these classes, and no longer see them as due to their Women's Studies courses. However, this first sample of those having 4 or more courses is too small (N=10) to provide reliable data. These data will be presented in a subsequent report.

As mentioned above, each of the questions, with the exception of the first one, was selected because they focused on an area of particular theoretical or practical importance. In each of these areas, we have obtained the responses of a sample of over 200 Women's Studies students and the responses to each of these questions, alone, require, and will repay, separate study and analyses. Individual reports on the extremely interesting data obtained to several of these questions will be presented subsequently as separate articles, and examined in relation to the particular psychological issues to which they relate. Presented below is a discussion of the preliminary content analyses of the data of 136 protocols, for questions 1-6 and 22, which are shown in Tables 3-9, and a brief report of the more salient aspects of student responses to the remaining questions.

Question 1. Question 1 was designed to elicit students' spontaneous responses concerning whether impact had occurred; in their own words, independent of any direction suggested by the survey. As might be expected, this question produced the greatest number of categories of response of any of the questions, with the initial analyses requiring close to 20 different categories of response. Interestingly, there was an extremely close match between the categories that arose spontaneously as areas of their lives which they perceived as having been affected by taking Women's Studies courses, and those life areas referred to in the remaining questions of the survey.

As shown in Table 3, 93% of the students in this sample replied unequivocally that their Women's Studies course(s) had had some impact upon them. It was also interesting that many of the students who answered "no", or that they "didn't think so", to the first question, went on in other parts of the questionnaire to report considerable impact in different life areas. Nevertheless,

their responses to question 1 were scored as negative. As shown in Table 3, the single most frequent impact spontaneously reported by students, which they attributed to the Women's Studies courses, was an increase in "self-understanding". Despite the large number of response categories produced to this question, 26% of the responses in this sample reported that these courses had helped them understand themselves better, to be able better to account for their own behavior and feelings, to help them sort out and account for their pain, their guilt and their anger, and that the courses required them to confront some of their own stereotypic attitudes and prejudices, as well. Included in this category were all responses which stressed increased understanding of their own attitudes, emotions and behaviors.

An increased awareness of the role of the larger social issues, such as political and economic factors, was the next most frequent category of response units. With almost equal frequency (18%) the students in this sample reported an increased and sometimes sudden awareness that other women had the same feelings and the same problems: that they were "not the only one in the world that felt that way" and, as a result, feeling more identification and closeness with other women. Increased awareness of the role of socialization and environmental factors in their lives accounted for 16% of the responses, while an almost equal number (13%) reported greatly increased sensitivity to the sexism they experienced in everyday life and the continual exploitation of stereotypes concerning women practiced by the media.

Several of the categories constructed for the responses to this question referred to impact of various kinds on students' ideas: 11% gave responses indicating that these courses had "given form" to their ideas and helped them "put them into words", while others reported that the courses had "changed their ideas about absolutely everything". Seven percent of the responses attributed to these courses an increased ability to think more rationally, critically and analytically, to becoming more questioning of existing research and established dogma concerning women.

Ten percent of the response units to this question

reported that these courses had made them feel more confident, self assertive, and independent; "less guilty about being a woman", "more aware of (their) own and other women's potential", while an additional 10% reported that experiences in the Women's Studies courses actually had affected immediate life situations, i. e., had helped them "become more career-oriented", to "sort out the future better", and to "become more involved in decisions affecting (their) own future." Several students reported changing jobs and one "moved out" on her boyfriend.

The responses to question #1 were considerably longer and more complex than those given to the remaining items, and it is not possible within the limitations imposed by this paper adequately to convey either the extremely varied content of these responses nor the emphatic and enthusiastic tone with which they described how they felt they had been affected by these courses.

Question 2. Question 2 was included for two reasons. The first of these was to see the extent to which students would attribute any possible impact of these courses to their academic cognitive content, and the ideas and information presented, or whether they would attribute this impact to other course characteristics, such as its "atmosphere" or its general tone. The other purpose was to examine the extent to which a question such as this could reflect possible differences in impact between different courses: to reveal differences in what students reported as "something new" learned in different courses, and perhaps make it possible to begin to relate differences in course impact to course content and subject matter.

As shown in Table 4, 95% of this sample responded that they had, indeed, learned something new in these classes. The "new" material was extremely varied and ranged from information concerning biology, heredity, and the influence of hormones, through different aspects of women's socialization, to the role of women in history, which was strongly stressed. Many mentioned an increased awareness of social, legal, economic and political factors. The most frequently reported category of responses (29%)

was that the information learned in these classes was perceived by these students as having far reaching and powerful effects on how they viewed many other issues, too. Again and again, these responses would describe how profoundly the student's outlook had been affected by the factual material learned in these classes and "how important it is to have the facts to back you up."

It is important to stress that these students were drawn from SDSU courses such as "Women and the Law", "Women in History", "Women in Education", "Women in Cross-cultural Perspectives", and "Women in Literature." A large percentage were drawn from the first author's classes in the "Psychology of Women". These courses are strongly academic in nature and almost always taught by (women) instructors who are Ph.D's in their field and have a strong committment to their discipline and its scholarship. These data strongly suggest that academically oriented Women's Studies courses which place considerable emphasis on intellectual content and objective information can be expected to be experienced by students as having relevance that goes beyond the immediate subject matter of the course. While most students cited various factual topics, 18% reported that what was "new" to them was their increased understanding, appreciation and respect for other women, although the question had not been worded to elicit those responses. The impact of the oft-cited supportive and sororal atmosphere of these classes cannot be discounted, therefore.

The fact that question #2 was able to elicit responses from students which reflected differences in course content and course structure was revealed by a comparison of responses on this question between the SDSU sample and those obtained from administration of the survey to 39 students in three discussion sections of a Women's Studies course at another institution. The categories generated by the content analyses of the other group were strikingly different from those obtained on the SDSU sample. However, it is interesting to note that, despite these differences in course content, the general pattern of overall impact was quite similar. A rank order correlation between the order in which the two groups reported impact to each of the questions yielded an $R=.49$, $\underline{df}$ (20), $.05 > p > .01$.

Question 3. To question #3, 70% of the students responded that their ideas concerning women's roles had changed as a result of taking Women's Studies courses. The fact that in this sample such a large percentage report the changes shown in Table 3 suggests that the operation of a selective factor among students registering for Women's Studies courses may not be as strong as is usually assumed. If the women who register for Women's Studies classes are already imbued with a more liberalized and extended concept of women's place in society and, as is frequently alleged, take these courses because they already agree with everything being said in them, we would not expect such a large percent to report changes in their ideas as a result of taking these courses. In fact, only 23% of the students replied that the courses had confirmed or supported similar ideas they had already held. The fact that Women's Studies courses may not be drawing mostly "hard core feminists", or at least women already attuned to liberal notions about women's roles is further suggested by the fact that 37% of the responses cited increased awareness of the extent to which sex roles are learned and socialized rather than solely biologically determined, and that the inflexible roles which they had accepted as "natural" they now thought of as "man-made" and in need of expansion and revision.

A new sense of possibilities now open to women, especially as social conditions changed, appeared in 18% of the responses, and 16% expressed increased awareness of their own and other women's potential and of how many different things women can do and, in fact, had been doing throughout history. Other, but less frequent responses were a new lack of guilt about not liking housework and wanting other career goals (4%), an increased understanding (by 3%) of how women's roles had been used to exploit women economically and for 2% an increase in uncertainty and confusion.

These data suggest that it is not accurate to assume that the attitudes of most contemporary college women, such as those attending these classes, concerning women's role in society are already "updated" and have gone beyond the more conventional and stereotyped ideas by which many of them had been raised. It appears that the information

and ideas held by many of these students, prior to Women's Studies courses, concerning the relative roles of biological and social factors as determinants of role, etc. reflect those stereotypes typical of our society.

Data such as these can have relevance for educational issues concerning the structure and content of these courses as well as casting additional light on the interplay between information and attitude. According to these students, their experiences in Women's Studies courses, by revealing the social and environmental determinants in sex role, resulted in increased respect for women and their talents and abilities and an expanded view of their own possibilities. If there is any validity at all to these students' responses, it would be important to learn just how and why this happens in these courses.

Question 4. The purpose of question 4 was to begin to acquire some information concerning what kind of impact, if any, students would report that these academically oriented college level courses had had in certain personal life areas, such as their ideas about themselves. As mentioned above, the courses from which these students were drawn were not designed for this purpose.

Each course in the department is taught by a woman of strong professional identification and deep commitment to rigorous scholarship of her field. The structure of the courses, the topics presented, and the extensive reading in each area reflects this. For this reason, it was extremely interesting to observe that 44% of responses indicated that the students felt that, as a result of these courses, they had a better self image and they liked themselves better. An additional 26% of the answers cited greater feelings of confidence and capacity, of self sufficiency and independence.

As shown in Table 6, 19% of the responses referred to an increase in assertiveness in both personal and professional relations and that the increase in feeling of strength "made (me) more independent and changed my feelings about my marriage". The impact of change in self image upon marriage and relations with others was mentioned frequently and the connection between increased self esteem, self confidence, and new decisions concerning career goals were clearly articulated by many students and attributed to their

experiences in their courses. Many attributed their improved self image to an increased understanding of the impact of socialization upon them and how this had contributed to their self doubts.

Although, for purposes of this paper, these descriptions concerning changes in self image attributed to Women's Studies courses have been grouped in only seven categories, in fact these data are extremely complicated and bear directly on many issues regarding self concept as an intervening variable between a number of precursor events of a developmental nature and subsequent adult choices and behavior. The crucial importance of self concept to every aspect of adult activity is extensively documented throughout the literature of psychology. If these courses are perceived by these students as affecting positive changes in their self concept, it is a datum of considerable importance and one toward which further study should be directed.

Question 5. As shown in Table 1, 82% of this sample reported that their feelings toward other women had changed as a result of taking Women's Studies courses. While this percentage is the largest given to any of the questions concerning specific life areas, it does not tell the whole story; responses indicating what were often dramatic changes in attitudes and feelings toward other women were given with great frequency in response to many of the other questions. Again and again, almost independent of whatever question the student was then answering, a large number of responses indicating positive changes in attitudes toward women were reported. Of the more than 5,000 response units generated by the sample of 136, the team of scorers and coders estimate that, conservatively, some 20% of all the answers received referred to increased feelings of respect and admiration for the other women in their class, for women they had known previously, for their instructors, and for women as a sex. There is very little question that the single most frequent category of response obtained from the entire survey involved attitudes toward other women and, closely related to this, toward themselves, and, for many, toward men.

Table 7 presents an initial content analysis of these data showing the three major categories of (a) increased

friendliness and decreased feelings of competition and hostility, (b) increased respect for women's abilities, strength, and competency, and (c) increased feelings of acceptance and identity with women with whom many of the students in this sample had previously felt they had little in common: older women, prostitutes, third world women, and lesbians.

As shown in Table 7, 9% of these responses reported increased feelings of impatience with those who clung to traditional roles, although considerably more expressed a newfound sympathy for how such women arrived there and what kept them there. Among the 6% who reported negative feelings, two said they now felt more competitive toward other women since they realized they would be after their jobs.

Because of the limitations of this preliminary report, an extended discussion of these responses and their implications is not possible. However, the frequency of these responses, and the intense relief and sense of validation ("I always knew women weren't like people said they were") with which these changes in attitudes toward other women are reported suggest that a large percentage of women are suffering from a type of role conflict which we have not yet seen described in the literature. This conflict, which can be described as "role dissonance" is structurally and dynamically quite different from the two major types of role conflict whose origins are ascribed either to "role overload" or the simultaneous and incompatible demands of several different roles (Hall, 1972). "Role dissonance", as we have observed it in the responses of these students, seems to originate in the perceived discrepancies between those messages transmitted by society concerning what women are supposed to be like, and a woman's actual experiences with other women, which often are quite at variance with the transmitted characterization. Failure to resolve this discrepancy results in a kind of a chronic experience of "dissonance" which seems to generate considerable conflict and discomfort, which is not identified until its resolution. A second level or source of "role dissonance" which adds to and intensifies the effects of the first originates from the additional perceived discrepancy between perceived transmissions concerning what society, family and friends want or expect

an individual woman to be like and how she actually experiences herself. Thus, we are postulating a two-level, two vector model of "role dissonance" which has been suggested by the data of this study. There are suggestions, too, that it may be possible to measure this discrepancy and express this "role dissonance" in a form of "dissonance quotient" by which the intensity of the experience of this conflict can be described. A separate article is planned presenting the data for this model and further discussion of its structure, as well as a report of a preliminary approach to its measurement. It is mentioned here as an example of the kinds of insights and ideas which can arise from an approach to the evaluation of Women's Studies which is presented by this paper.

It is clear that one of the most powerful effects of college Women's Studies courses perceived by students in this sample was an increase in women's positive feeling toward other women and increased valuing of women as a sex. Already there is a vast research literature linking and demonstrating the overwhelming importance of self concept and self esteem to almost every major area of life and human expression.

Recently, there has been a growing body of research concerning the relationship between one's individual feelings of self worth, and feelings concerning one's gender and how society values the sex role characteristics attributed to it. There are suggestions in this literature that a genuine and integrated self image and feeling of self worth may never be fully realized if there is general social devaluation of one's gender, per se. Many women in our sample say as much.

It may be that for many women in our society today their frequent low self esteem does not originate in their evaluation of their own personal characteristics and competencies, but has its roots in the more generalized, pervasive and ubiquitous depreciation of women as a sex, which they have experienced in myriad ways all their lives. If this is true, the possibility that Women's Studies courses can actually modify women's views of women as a sex in a positive direction is a datum whose importance cannot be overstated.

Question 6. As shown in Table 7, over half the students in this sample reported that taking these Women's Studies courses had affected their plans for the future. In general, the changes that they reported were of three major types. The most frequent was what might be termed a "feminist-izing" of function in vocational areas already selected; what amounted to a shift in focus toward the inclusion and integration of feminist ideals and goals into the way they would do their jobs, e.g., "to continue working in the health field but now to focus on women's health issues and changing health care delivery systems in order to meet women's needs". Others mentioned that they wished to become involved in Women's Studies. Several teachers mentioned that the courses had drastically affected the way they thought about their jobs and stressed their intention to eliminate as many sexist practices in education as they could.

An almost equal number (16%) reported that the Women's Studies courses they had taken had greatly increased their incentive to succeed and had resulted in their upgrading their professional goals, and had encouraged them to go on for advanced degrees, or take up their educations again. They reported that their determination had been bolstered by the conviction that they could accomplish these ends and some reported actual changes in career goals. Several mentioned feeling less conflict concerning the possibility of success and that they had felt very encouraged to strive to succeed as a result of having taken these courses. Also mentioned was a new sense of the real importance of women having careers and 9% of the answers indicated the courses had led to a revaluing of the place of marriage and motherhood as no longer "the absolute number one thing in my life." Several of the responses in this category mention decisions, attributed to experiences in Women's Studies courses, to pursue academic and professional goals and not to put these aside on the basis of a lover's or husband's wishes. Another 6% of the answers reported that their experiences in the Women's Studies courses had greatly expanded their feelings of choice and options and that they could make their own decisions about their own future. A few students (4%) reported that the courses had made them realize the kinds of discrimination that

existed of which they were previously unaware, had made them feel less confident about succeeding.

If this finding can be replicated, i. e., that participation in academically oriented Women's Studies courses is experienced by students as strengthening their determination to have a career and as affecting the direction of their careers toward non-traditional choices, it would be of considerable importance to determine how this comes about. In fact, the responses already give some clues to this. Frequently, they describe the enormous impact of having learned about the many women of achievement in history and in contemporary society. They cited the effects upon them of the varied talents and the strengths and actual accomplishments of women in their classes and of the talents and abilities of their own mothers and grandmothers; the same kind of abilities which would have led to achievement in almost any other area. They stress the importance of being freed from misinformation concerning biological factors and abilities, and are especially relieved to learn that typing ability seems not to be linked to the XX sex chromosome pattern, and feeling that it would be alright to succeed. They frequently mention discussions of "fear of success" as being very valuable to them, personally. Clearly, further study, on a larger data base, is needed to confirm this effect, make it possible more definitively to identify its determinants, and arrive at an understanding of it.

Question 22. Responses to question 22 which sought to assess the degree to which students felt that their Women's Studies instructors had some impact upon them as role models is another example of the kind of interesting new data which a study of this kind of the impact of Women's Studies can yield. As shown in Table 9, 77% of the students in the three samples, whose N totalled 111. considerable impact on their ideas about women which they attributed to their Women's Studies instructors. In two instances, instructors from other departments were also cited.

Among the most repeatedly documented findings in literature concerning sex roles are those dealing with

the attribution of competence. Studies such as Bowman's (1964), that of Loring and Wells (1972), of Crowley, Levitan, and Quinn (1973), and of Broverman (1972) demonstrate the reluctance of society to attribute competence to women. That competence is regarded by women as sex-inappropriate and makes a female appear "less of a woman" has been suggested by the work of Horner and Katz, who suggest a fear of deviance. Studies by O'Leary, of norms of masculine and feminine images, repeatedly demonstrate the existence of a group of traits called the "competency cluster" (which is attributed to men) and the "warmth-expressiveness" cluster of the ideal female, who does not possess male valued traits. McKee and Sheriff (1957) demonstrated that the components of the "competency cluster" included (a) rational competence and ability and (b) vigor, action and effectiveness. The female image was made up of (a) social skills and graces and (b) warmth and emotional support. This might lead us to expect that these young women would seek and respond to characteristics in their role models which were 'sex-appropriate' and not anxiety producing. Therefore it was expected that most of the responses would cite positive reaction to Women's Studies instructors because they were intelligent and feminine, or because they had a career and a family, or because they were competent but pretty, etc.

To our surprise, the data from this sample did not conform to this. Instead, what emerged was an unequivocal response to what these students saw as their instructor's competence, energy, brains, achievement, and committment. Only 5% of the responses (cited by 11% of the students) were of the "smart but still a wife and mother" variety. On the other hand, 41% of the responses expressed admiration for instructors' attributes which are associated with the 'masculine' cluster, and cited them "unadorned", apparently without the need to qualify and "sweeten" them by presenting them together with more traditionally 'feminine' virtues. However, it is important to note that 17% of the responses expressed admiration for their instructors' humanity, supportiveness, compassion, and sympathy, etc., characteristics of the feminine "warmth-expressiveness" cluster. In this sample, then, 41% of the total responses cited masculinity cluster attributes, while a total of 21% of all responses cited those of the femininity cluster. While these women seem to be reclaiming competency, energy, committment and excellence as feminine and sex-appropriate, they do not devalue, because they are 'typically feminine', the valuable human characteristics

mentioned above. However, not all of the characteristics of the feminine cluster were cited: nobody mentioned their instructors' social graces and skills. While these data are certainly insufficient to suggest the final demise or decrease of possible "fear of success" among women college students, it is clear for this sample, at least, that their perceptions of their female instructors' achievements do not induce anxiety, distaste, discomfort, conflict, nor a withdrawal of identification.

The importance of role models and the often enduring and intense nature of their impact has long been a topic of interest and scholarly work in psychology (Bandura, 1963, Douvan, 1976) and education. Despite the long-acknowledged importance of role models, particularly in an educational setting, exactly how role models have the impact that they have and how this impact may differ for different groups of students has never been really systematically studied. These responses strongly suggest that those concerned with defining optimum influential and beneficial factors in higher education for women must recognize the considerable impact from the instructor as a very important variable in the outcome for women students at this time.

Remaining questions. Due to the limitations of a paper such as this, data on the remaining questions can only be presented, at this time, in a summary form.

In social situations (question 16) 67% reported behavioral changes in themselves, such as being much more outspoken, assertive, verbal, and "opinionated"; and much more likely than before to raise an issue and to discuss it thoroughly. Many reported themselves as increasingly sensitive to sexist remarks and that they "no longer laughed at sexist jokes", described feeling less competitive with other women in social situations, whom they now saw more as friends than as adversaries. More self confident and less intimidated by men, they report that they enjoy themselves more and often actively seek out men who interest them, ask those men for dates, and "still feel feminine." Less sexual game playing at parties and much more selectivit in partners (both social and sexual), and a new openess to new experiences is also mentioned. They also expressed greater expectation of equal treatment by others. Some see themselves as less concerned about being attractive

and pleasing or "about what kind of image" they project.

This was reflected in the impact of the courses on their attitude toward men (question 13), reported by 75% of the women. About a third (31%) of the women reported feeling more sympathetic toward men and seeing men's problems and personalities as as much a product of socialization as were their own. An almost equal number (25%) reported becoming less tolerant of men's sexist attitudes and increasingly aware of how angry they had been all along. Inspection of these data suggested that this difference was related to their feelings prior to taking the course. In general, thse who had had negative feelings previously appeared to develop greater sympathy for men, while those who "hadn't really thought about it before", when they did, began to feel an anger and resentment they hadn't been aware of earlier. Several mentioned that they felt much less dependent on men now and stronger in themselves.

Regarding their bodies and sexuality (question 12), they frequently report rejecting the Madison Avenue image, feeling more accepting of their bodies as they are, and as increasingly concerned about their bodies' health and care, with reservations expressed specifically about the effects of birth control.

Considerable impact from these courses on their sexuality is reported, such as greater acceptance and expressiveness of their own needs, less willingness to continue unsatisfactory relationships, reassurance concerning "clitoral orgasm" and greater tolerance of others' sexual choices, as well as increased acceptance of their own bisexuality or lesbianism.

Least impact (37%) from taking Women's Studies courses is reported on attitudes and behavior concerning clothes, makeup, and the importance of appearance. It is possible that the content of these courses may not deal as directly with these issues as with other issues. That it may be due to more complicated and personal reasons is suggested by the occasionally defensive or pugnacious tone of the comments explaining their responses, some saying that they would like to see change in this area but have been unable to accomplish it so far.

The small portion of the total sample who responded to the questions (#9 and #10) concerning children (22% of sample) reported that these courses made them more aware of how sexist early socialization is, and determined to raise either their present or future children in an egalitarian and non-sexist manner, by encouraging cross-sex behaviors and assuring that their children knew of and were encouraged to try many alternatives.

To the question about changes in the way they viewed their education (revised #14), respondents variously described themselves as increasingly aware, angry, ambitious, confident, independent, and practical. The most frequently mentioned is the increased awareness that women have been badly treated in all phases of the educational process, i. e., of the "pervasiveness of discrimination in education", of the exclusion of women from historical mention and from respectable representation in children's educational material, of the biases of teachers and professors, and of the educational process as a means of socializing women for unequal and limited roles (wife/mother/girlfriend). Other responses express intentions of attempting improvements, either personal, such as by attending graduate school, or social, by voicing their objections to sexist remarks, books, etc. A student in an earlier sample responded that, due to these courses, she now "took her education more seriously", since she saw it as "more relevant to (her) future". Others mentioned they now felt freer to take "courses that were not 'ok' before", and of no longer feeling a "need to downplay my accomplishments".

The impact of these courses on their political ideas (question 20), they write, has been to make them more aware that "the personal is political", more aware of 'women's issues' (abortion, ERA, child care, etc.) and more concerned with voting for candidates who support these issues; as making them ready for active political involvement themselves and to support more women candidates; of being more questioning of patriarchal and capitalist structures and more interested in alternative political systems, and less trusting of politicians in general. Many indicate that the new outlook gained in these courses will affect whom they will vote for.

Despite the fact that 40% of the respondents acknowledge (to question 17) that these courses sometimes made them feel more confused and that 55% admit (to question 18) that awareness can make it more difficult to life in the real world, 88% of them reject (in answer to question 19) ever wanting to return (even sometimes) to less awareness.

DISCUSSION

The purposes of the present study were, first, to examine the usefulness of an approach to the evaluation of Women's Studies courses which proceeded by seeking to identify what kinds of impact students perceive these courses as having in various areas of their lives, and, next, to develop a practical, reliable, and sensitive procedure which could be widely used to identify, document, and compile these effects from many different sources.

Analyses of the data gathered from 136 SDSU Women's Studies college students in response to a 22 question open-ended survey instrument indicate that a great number of different kinds of effects on many aspects of their lives are perceived by students as a consequence of their having taken Women's Studies courses. Unless one is prepared to dismiss as valueless the statements of these students themselves (and there can be no genuine justification for doing so), these data clearly indicate that academically oriented college level Women's Studies courses are experienced by students as having considerable impact on their lives. These data also argue for an approach to the evaluation of Women's Studies courses which seeks to define what kinds of impact these courses may be having, rather than to establish whether or not, and to what extent, specific objectives have actually been achieved.

Examination of even these preliminary data reveals that this approach generates data of considerable interest and value to many areas of psychology and higher education. There is much to be learned from these data concerning psychological issues such as the socialization and resocialization of women, the effects upon self esteem and attitude change of particular kinds of information, and styles of information transmission; for issues of career aspiration and the impact of role models, the sources of and resolution of role conflict, the relation of women's mental health to their concept of gender and sex role, and many other crucial issues. If these courses are, in fact, experienced by students as increasing their self-esteem and self-confidence, their feelings of competence

and self worth, and, as a consequence, are leading them to initiate constructive and positive changes which affect the remainder of their lives, the implications of this are enormous. At the very least, these data indicate the need for considerable revision of many traditional assumptions concerning both the roots of women's mental illness, apathy, and passivity & assumptions concerning the conditions under which women's mental health is best achieved.

Among other things, these data lend support to the idea that socialization and resocialization of women is ongoing and not final and unchangeable once they reach 5, 10, 12, or even, despite Freud's oft-quoted observation, by age 30. Many of those reporting the greatest impact from these courses have been among the older (over 35) women in the sample.

The two examples given of interesting new formulations relative to particular theoretical issues, i.e., competency as sex appropriate and a new form of role conflict, are just that: only two examples out of a number of other equally interesting ones, such as attitude toward men, future plans, body and sexuality, etc. Since each of the questions in the survey was selected for its relevance to an issue of particular importance, either practical or theoretical, one of the most interesting and fruitful things still to be done with these data would be separate and in depth examination of the responses to many of the individual questions of the survey.

As stated earlier, the present analyses of these data are still incomplete. Many other questions must be put to these data. Differences in impact as a function of different types of classes, and perhaps the sequence in which they are taken, need to be studied, as do course content, curriculum, and instructional variables. The possible relation of differences in impact and patterns of response to student variables, such as age, marital status, ethnic origin, and other aspects of life history, also need to be examined.

Another direction the continued analysis of this research has already begun to take is the construction of a reliable and sensitive assessment instrument and comprehensive scoring system which will enable diverse institutions throughout the country to conduct evaluations of *their* courses. Our analyses of these data suggest that the construction of such an instrument and comprehensive response dictionary, while difficult, is possible, and would be extremely valuable.

It is also clear that the kinds of things students report happen to them as a result of taking these courses are totally consonant with the most lofty goals and purposes of higher education, in general. Students report developing greater feelings of confidence and awareness of their own abilities and an eagerness and concern to develop these to their utmost, and higher career aspirations and a greater determination to achieve. They mention acquiring a deepened and broadened perspective of historical and societal issues; an increased conprehension of the role of political, social, and economic factors as determinants of human experiences and attitudes, and a greater understanding and tolerance of those with different histories and value systems. They report an increased interest in and willingness to participate in and contribute to their society. They feel they become more questioning, analytical, and rational, and more sensitive to and less accepting of exploitation and manipulation of themselves and others, regardless of how such exploitation is presented. The literature of higher education repeatedly cites precisely these characteristics as desiderata of the educational process.

Why these courses are reported as having this kind of impact on students is a question of the greatest interest and importance. It is not enough to say that these students are self selected, that they had most of these ideas when they came in, and that the developments they report would have occurred, no matter what. At present, all the available evidence argues against it.

The data obtained by this survey indicate that the students in this sample attribute a wide variety of impact, sometimes quite intense and far reaching, and usually extremely positive on many different areas of their lives, to these courses.

Further research needs to be directed toward 1) the development of a reliable, sensitive, and practical assessment procedure to enable data such as these to be collected and pooled from many sources, in order that 2) the generality of the phenomena presented in these data can be established and 3) the characteristics of these courses, and the experiences they provide, can be identified and understood.

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(NOTE: THIS IS NOT THE PROPER FORMAT FOR ADMINISTRATION. QUESTIONS SHOULD BE SPACED AT LEAST FOUR INCHES APART, AND THE FINAL PROTOCOL REQUIRES 3 TO 4 PAGES, PRECEDED BY ID DATA)

WOMEN'S STUDIES IMPACT SURVEY

Dear Student:

Please answer all the questions below, but please do not answer with merely 'yes' or 'no'. Such answers make it impossible to know what you mean, and what you mean is extremely important (If the question doesn't apply to you, write "NA").

1. Have the courses you've had in Women's Studies had any impact on you? _____ If so, how?

2. Did you learn anything new in your Women's Studies courses that you hadn't known about previously? _____ If so, what was it?

3. Have these courses affected your ideas about what women's roles should be in society? _____ If so, in what way?

4. Have these courses changed your ideas about yourself? _____ If so, how?

5. Have your ideas about other women changed as a result of these courses? _____ If so, in what way?

6. Have these courses affected your plans for career or your future in any way? _____ If so, how?

7. Has your behavior on your job or in classes changed as a result of taking these classes? _____ If so, in what way?

8. Has taking these courses had any effect on your role at home? _____ If so, in what way?

9. Has your relationship with your children been affected as a result of taking Women's Studies classes? _____ If so, in what way?

10. Have your ideas about raising children been affected by these courses? _____ If so, in what way?

11. Has taking these courses affected your relations with your parents in any way? _____ If so, how?

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12. A. Do you feel any differently about your body now as a result of having taken these course(s)? _____ If so, in what way?

    B. Have these courses affected your feelings or attitudes about sexuality in any way? _____ If so, in what way?

13. Have your ideas about men changed as a result of these courses? _____ If so, in what way?

14. Have your ideas and attitudes toward your education been affected by having taken these courses? _____ If so, in what way?

15. Have these courses changed your attitudes and/or behavior regarding clothes, makeup, and the importance of your appearance? _____ If so, how?

16. Do you think your social behavior in any way has changed as a result of these courses? _____ If so, in what way?

17. Because of having taken these courses, do you ever feel confused about your future as a woman? _____ If so, in what way?

18. Do you think becoming more aware of women's problems makes it more difficult to live in the real world? _____ If so, why?

19. Would you sometimes prefer to go back to less awareness? _____ Please explain.

20. Have Women's Studies courses had any effect upon your political ideas? _____ If so, in what way?

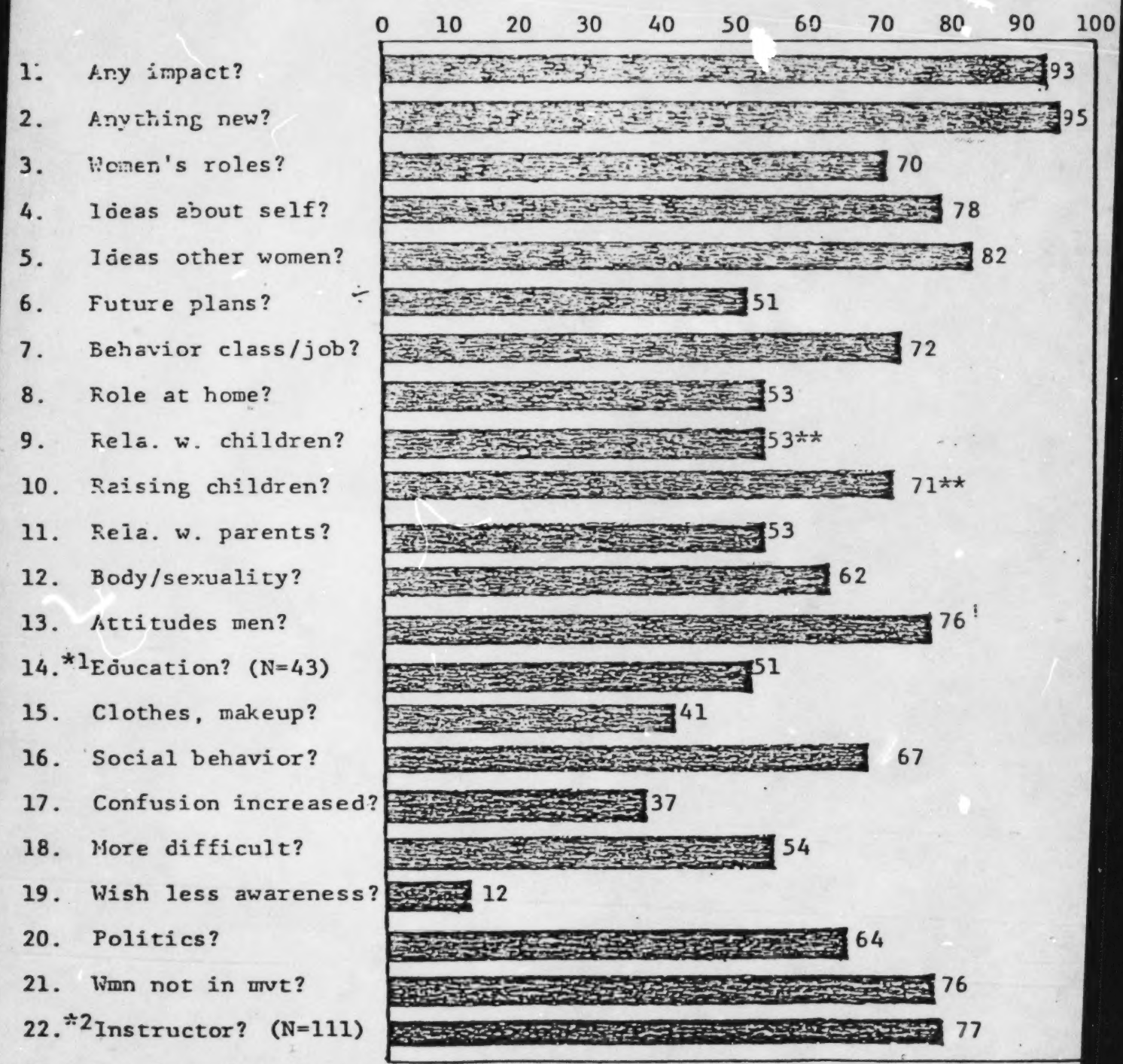
21. Have these courses affected your attitude concerning women that are not aware of the women's movement? _____ If so, in what way?

22. Have you been influenced in any way by the kind of women your Women's Studies instructors have been? Have they influenced your ideas about what women are or can be? _____ If so, in what way?

TABLE 1

WOMEN'S STUDIES IMPACT SURVEY

Percentage of "Yes" Responses by Question


QUESTION (abbreviated)
N=136
0 10 20 30 40 50 60 70 80 90 100
1. Any impact? 93
2. Anything new? 95
3. Women's roles? 70
4. Ideas about self? 78
5. Ideas other women? 82
6. Future plans? 51
7. Behavior class/job? 72
8. Role at home? 53
9. Rela. w. children? 53**
10. Raising children? 71**
11. Rela. w. parents? 53
12. Body/sexuality? 62
13. Attitudes men? 76
14. *1 Education? (N=43) 51
15. Clothes, makeup? 41
16. Social behavior? 67
17. Confusion increased? 37
18. More difficult? 54
19. Wish less awareness? 12
20. Politics? 64
21. Wmn not in mvt? 76
22. *2 Instructor? (N=111) 77

**computed on denominator excluding 0 and N/A
*1 data from third administration
*2 data from second and third administrations

Table 2

Total Impact Scores by Number of Courses Taken

Score	Number of Courses 1	2	3	4 or more	Total N
2	2				2
3	4				4
4	3	2	1		6
5	1	1		1	3
6	3	2		1	6
7	1	1			2
8	3	2			5
9	11	1		1	13
10	7	5	2	1	15
11	7	6	1		14
12	5	8	1		14
13	2	4	1	1	8
14	5	5	4	2	16
15	1	4	1	1	7
16	1			2	3
17	1		1		2
N=	57	41	12	10	120
X	9.3*	10.5	12.33*	11.8	10.41
MD	9.6	11.6	13.5	13.5	10.5
SD	3.65	3.51	3.34	4.05	3.65

* t(group 1 vs 3)= 2.66, p .01

TABLE 3

WOMEN'S STUDIES IMPACT SURVEY N=136

Question #1: Have the courses you have had in Women's Studies had any impact on you? If so, in what way?

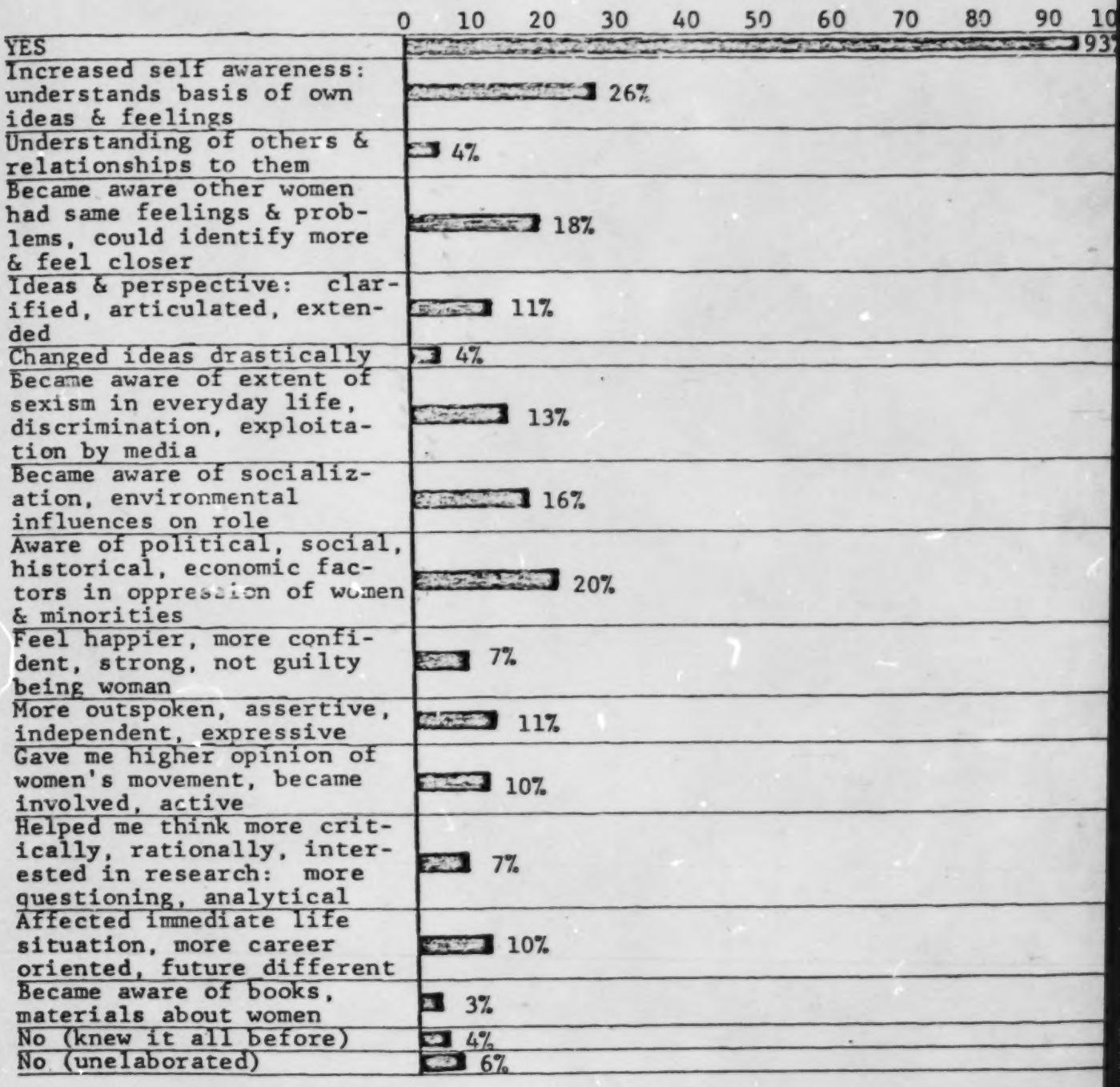

0 10 20 30 40 50 60 70 80 90 10
YES
93%
Increased self awareness: understands basis of own ideas & feelings
26%
Understanding of others & relationships to them
4%
Became aware other women had same feelings & problems, could identify more & feel closer
18%
Ideas & perspective: clarified, articulated, extended
11%
Changed ideas drastically
4%
Became aware of extent of sexism in everyday life, discrimination, exploitation by media
13%
Became aware of socialization, environmental influences on role
16%
Aware of political, social, historical, economic factors in oppression of women & minorities
20%
Feel happier, more confident, strong, not guilty being woman
7%
More outspoken, assertive, independent, expressive
11%
Gave me higher opinion of women's movement, became involved, active
10%
Helped me think more critically, rationally, interested in research: more questioning, analytical
7%
Affected immediate life situation, more career oriented, future different
10%
Became aware of books, materials about women
3%
No (knew it all before)
4%
No (unelaborated)
6%

TABLE 4

WOMEN'S STUDIES IMPACT SURVEY N=136

Question #2: Have you learned anything new in Women's Studies courses that you hadn't known about previously? If so, what was it?

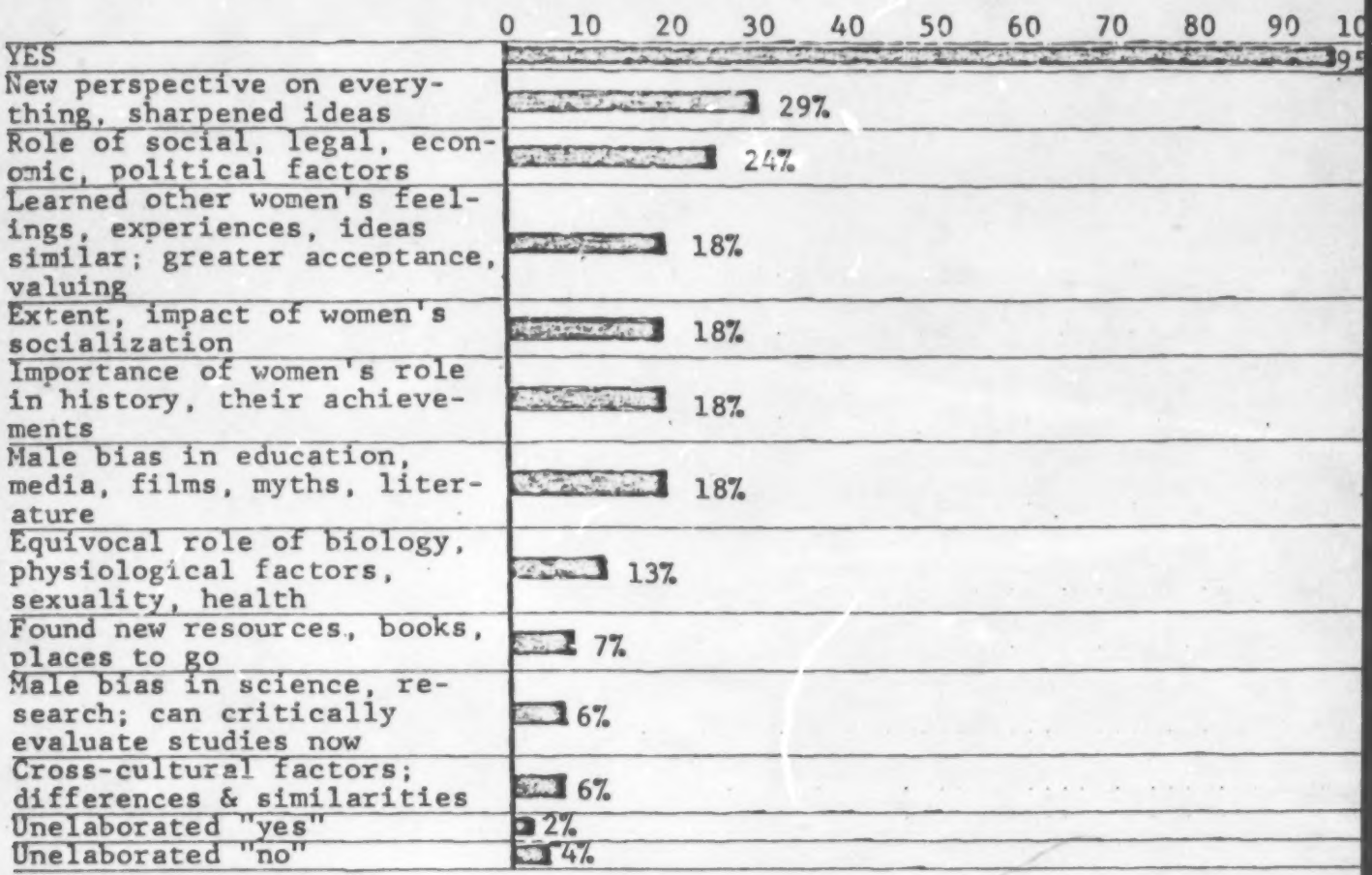


TABLE 5

WOMEN'S STUDIES IMPACT SURVEY N=136

Question #3: Have these courses affected your ideas about what women's roles should be in society? If so, in what way?

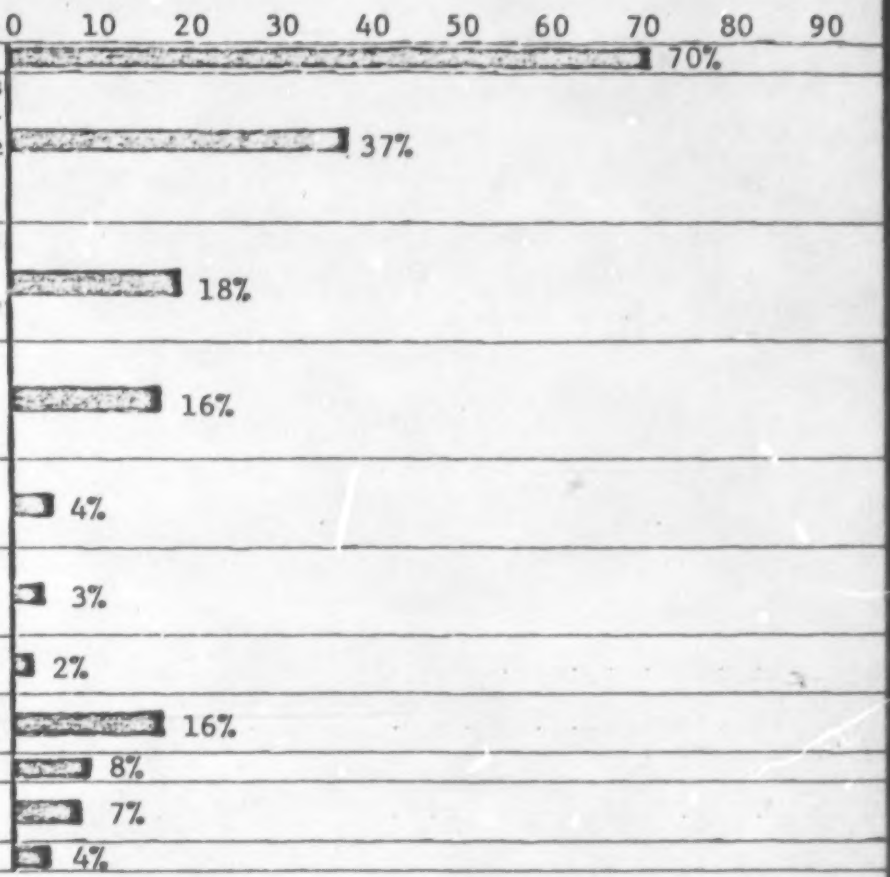

0 10 20 30 40 50 60 70 80 90
YES
70%
Have become aware that roles are socialized, not biological; should be more flexible & changed/expanded for both men & women
37%
Now aware of all open to me; "women's place everyplace", new possibilities in career, other areas
18%
Conscious of own & other women's potential, merit respect, equality, should do as please
16%
Feel better about rejecting role, disliking housework, have needs beyond housework
4%
Sees role as political, economical, exploitation of role, suppression of women
3%
Still confused, frustrated, uncertain
2%
NO (previously had similar ideas)
16%
NO (unelaborated)
8%
YES (supported previous ideas)
7%
YES (unelaborated)
4%

TABLE 6

WOMEN'S STUDIES IMPACT SURVEY N=136

Question #4: Have these courses changed your ideas about yourself? If so, how?

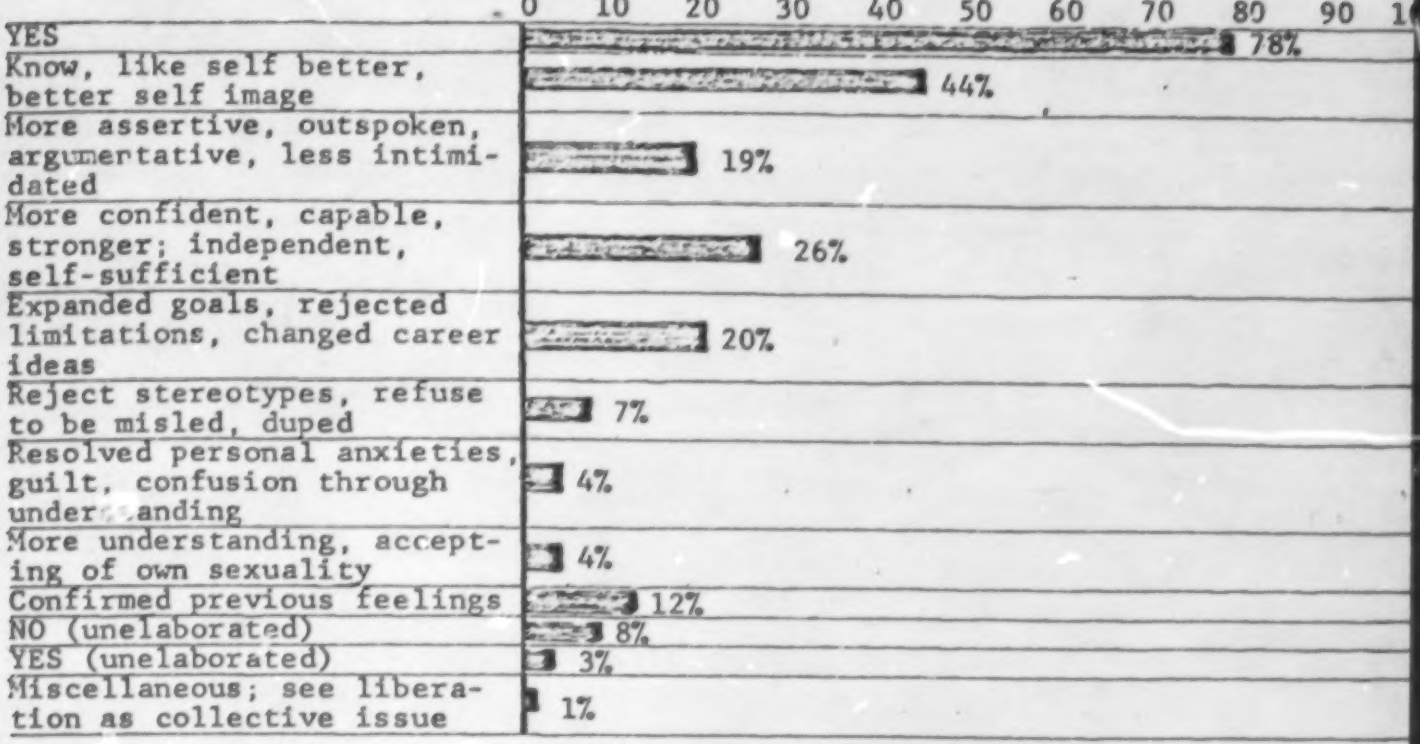


TABLE 7

WOMEN'S STUDIES IMPACT SURVEY

N=136

Question #5: Have your ideas about other women changed as a result of these courses? If so, in what way?

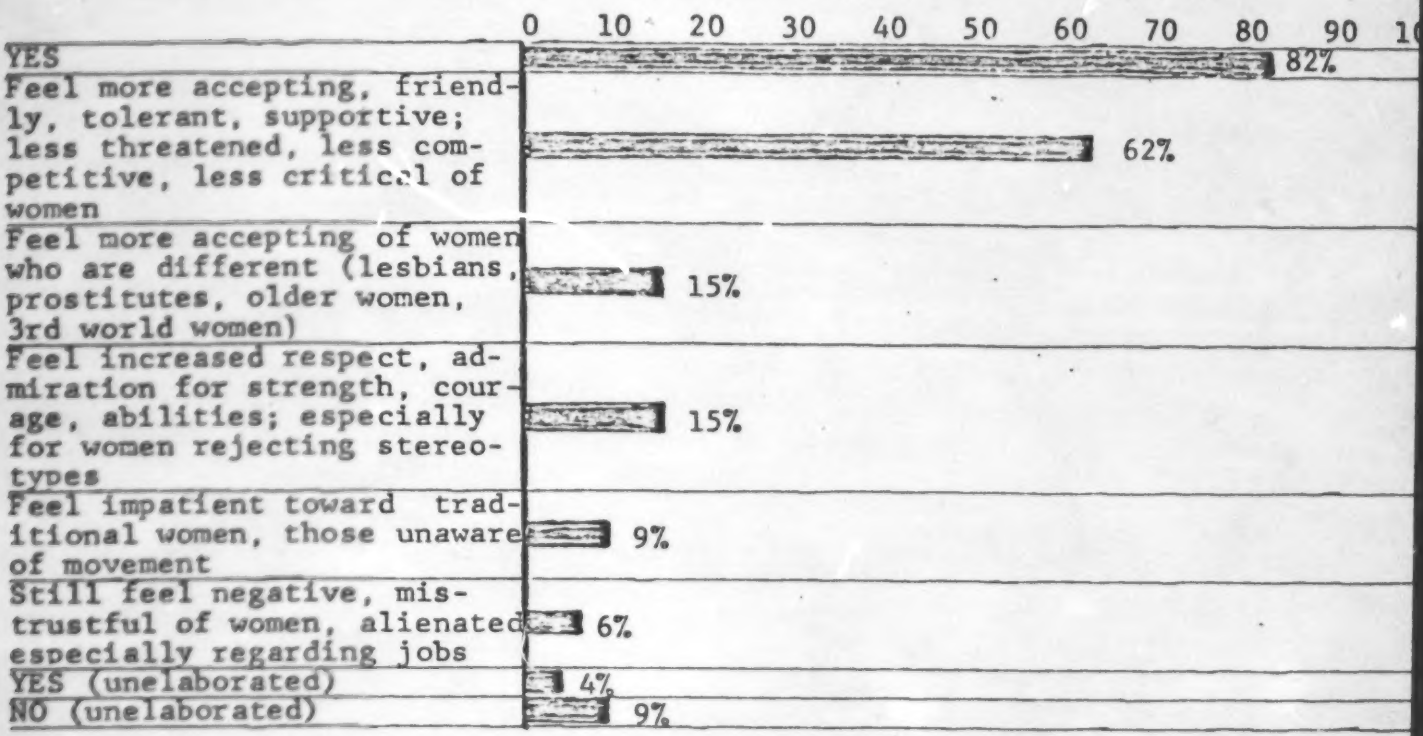

0 10 20 30 40 50 60 70 80 90 1
YES
82%
Feel more accepting, friendly, tolerant, supportive; less threatened, less competitive, less critical of women
62%
Feel more accepting of women who are different (lesbians, prostitutes, older women, 3rd world women)
15%
Feel increased respect, admiration for strength, courage, abilities; especially for women rejecting stereotypes
15%
Feel impatient toward traditional women, those unaware of movement
9%
Still feel negative, mistrustful of women, alienated especially regarding jobs
6%
YES (unelaborated)
4%
NO (unelaborated)
9%

TABLE 8

WOMEN'S STUDIES IMPACT SURVEY

N=136

Question #6: Have these courses affected your plans for career or your future in any way? If so, how?

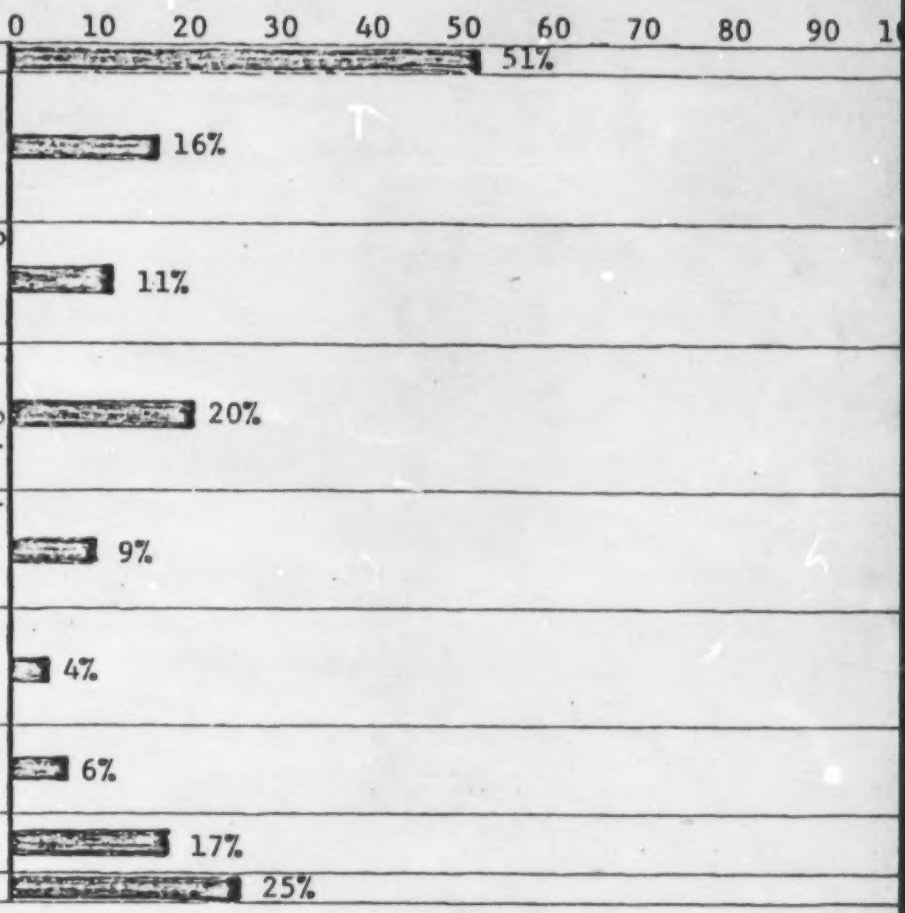

0 10 20 30 40 50 60 70 80 90 1
YES
51%
Have more incentive, determination, desire to succeed in career; return to work, change jobs, go for higher degree
16%
Have more self-confidence to overcome obstacles to achievement, encouraged, feel capable, competent
11%
Plan to stay involved in Women's Studies, brought feminist perspectives to job change focus of job to specialize in women
20%
Re-examined marriage/motherhood/housewife roles, will have different kind of marriage
9%
More aware of sexist attitudes in field; less confidence due to this realization
4%
Aware of new choices, have potential, can make own decisions
6%
No effect: already had career plans, like job now
17%
NO (unelaborated)
25%

TABLE 9

WOMEN'S STUDIES IMPACT SURVEY N=111

Question #22: Have you been influenced in any way by the kind of women your Women's Studies instructors have been? Have they influenced your ideas about what women are or can be? If so, in what way?

Response Category	# of responses	% of students	% of responses	Total % of response
Inspirational role model	53	48	22	
Successful, competent, organized, intelligent	38	34	16	
Outstanding instructor: knowledgeable, professional excellence	30	27	13	= 41% a
Confident, strong, active, dynamic, energetic	31	28	13	
Supportive, egalitarian, non-judgmental as instructor	19	17	08	
Humane, compassionate, caring, no negativism	19	17	08	= 21% b
Successful but still wife & mother, Ph.D. but feminine	12	11	05	
Affected ideas about self as a woman	15	14	06	
Affected my political ideas	03	03	01	
NO, affected only by material	04	04	02	
NO	12	11	05	
Miscellaneous	03	03	01	

a) Variables which compose the 'Masculine'"Competency" cluster, O'Leary, V. E., Psychological Bulletin, 1974(81) No. 11, 809-826.

b) Variables which compose the 'Feminine'"Warmth-expressiveness" cluster, "Social Graces and Skills", also defining this cluster, were not cited by any students.

NOTE: A total of 71% of the students responded affirmatively to this question.